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ABSTRACT

A study was conducted to analyze and compare groups of full-time students entering Mercer County Community College (MCCC) in fall 1981, 1982, and 1983 to identify any longitudinal differences, similarities or trends among them. Study data were derived from MCCC's student database, which contains basic demographic information on all enrolled students, and from student responses to the Basic Skills Placement Test Student Biographic Questionnaire, which addresses students' reasons for choosing MCCC, their plans for employment and further education after leaving MCCC, their parents' income and education levels, and areas in which students feel they would need assistance from MCCC staff. Study findings, based on data on 1,370 students entering MCCC in fall 1981, 1,392 entering in fall 1982, and 1,399 entering in fall 1983, included the following: (1) the majority of the students (72% in 1981, 74% in 1982, and 73% in 1983) came from within Mercer County; (2) the proportion of students from families with incomes of $30,000 or more increased from 19% in 1981 to 27% in 1983, while those from families with incomes of less than $9,000 fell from 36% in 1981 to 23% in 1983; (3) the main reasons given for choosing to attend MCCC were that it was close to home, its strengths in students' intended major, its academic reputation, and its low cost; and (4) approximately 60% of the students were attending MCCC to prepare for a new job and 29% to earn transfer credit. The Student Biographic Questionnaire is appended. (HB)

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PROFILE OF ENTERING STUDENTS
A COMPARISON OF NEW FULL-TIME STUDENTS
FALL, 1981, 1982 AND 1983

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April, 1984

JC 840 350

TABLE OF CONTENTS

	Page
I. Executive Summary	1
II. Introduction	2
III. Source of Students	2
A. In-County Entrants	2
B. Out-of-County Entrants	4
C. Year of High School Graduation	4
IV. Student Characteristics	5
A. Demographics	5
B. Measures of Student Ability	8
V. Choosing Mercer	11
A. Reasons for Attending Mercer	11
B. Needs for Service from Mercer Staff	12
C. Student Goals and Plans	13
Appendix A: Student Biographic Questionnaire	17

LIST OF TABLES

Table		Page
1	Mercer County June Graduates Entering MCCC Directly from High School	3
2	Residence of Entering Full-time Students by County	4
3	Year of High School Graduation of Entering Students	5
4	Demographic Data of Full-time Entering Students	6
5	Ethnicity of Full-time Entrants	6
6	Level of Financial Support of Entering Students (Self-Reported)	7
7	Highest Educational Level of Parents	8
8	Average of All High School Courses (Self-Reported)	9
9	New Jersey Basic Skills Placement Test -- Reading, Sentence and Mathematics Mean Scores	10
10	Most Important Reasons for Choosing Mercer	11
11	Sources of Influence in Choosing Mercer	12
12	Areas Where Staff/Faculty can be Most Helpful to Students	12
13	Intention to Earn a Degree or Certificate from Mercer	13
14	Educational Goals	13
15	Education Expectations	14
16	Major Field of Study at Mercer	14
17	Plans to Work While Attending Mercer	15
18	Plans to Work Immediately After Leaving Mercer	15
19	Anticipated Majors at Transfer Institution	16

I. Executive Summary

The number of new full-time students entering MCCC[1] has steadily increased over the three years studied; 1,370 in Fall 1981, 1,392 in Fall 1982 and 1,399 in Fall 1983. These first time, full-time entrants represent 44%, 43% and 45% of the total full-time population for these three years, respectively.

When these three groups of students were compared there appeared to be some similarities as well as differences as among them. Most notable is the fact that MCCC draws the majority of its full-time entrants from within the county. This is evident in that an increasing number of entrants are coming to the college directly upon graduation from Mercer County high schools. The male-female ratio of the entering cohort has fluctuated over the years studied. Overall, the percent of females has increased. There were more younger students (age 20 and below) and fewer older students (age 21 and above) represented over the three year period. The percentage of entrants coming from high income families ($30,000 or more) has increased, while the percentage from a low income family (less than $9,000) has decreased. The educational level of the entrants' parents has risen over the three years, as has the students' own aspirations towards a bachelor's degree or higher. An increasing percentage of students are planning to work while attending Mercer. A full thirty-six percent of all three groups plan to work full-time in addition to their schooling.

Academically, when the three groups are compared on the students' performance on the Basic Skills Placement Test, the 1983 group scored higher in Sentence and Math, and was consistent with 1982 entrants in Reading.

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[1] This figure represents all students on the Fall 1981, Fall 1982 and Fall 1983 registration file with a type Code of 'N' or 'blank' who were carrying at least 12 charge hours.

The percentage falling below the cut-off in each of the three tests (Reading, Sentence and Mathematics) has markedly increased since 1981 when the BSPT cut-off scores were raised substantially.[2]

II. Introduction

The main objective of this technical report is to analyze and compare groups of entering full-time students to identify any longitudinal differences, similarities or trends among them. By doing this we can get a better picture of who attends Mercer and why. This information is useful in the development of admissions marketing strategies and for the improvement of student services.

The data in this report were derived from two principal sources: 1) the College's student data base, containing basic demographic information describing all enrolled students; 2) the incoming student responses to the Basic Skills Placement Test (BSPT) Student Biographic Questionnaire. This questionnaire addresses the students' reasons for choosing MCCC, their plans for employment and further education after leaving Mercer, their parent's income and education levels, and areas in which students feel they would need assistance from MCCC staff (see Appendix A).

III. Source of Students

A. In-County Entrants

Patterns of residence for the new entering students have shifted over the three years, but the fact still remains that the majority of entering

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[2] BSPT cut-off scores had previously been 57 for Reading and Mathematics and 59 for English. In 1982, the cut-off scores were raised to 62 for Reading, 65 for Sentence and 60 for Mathematics.

full-time students come from within Mercer County (72% in 1981, 74% in 1982 and 73% in 1983) (see Table 2). Because of this, it is advantageous to look at the graduates of Mercer County's largest high schools. Depicted in Table 1 is the percentage of Mercer high school students who entered MCCC directly after graduation. Despite the slight decrease in the total number of graduates since 1981, the total percentage of students registered at MCCC increased from 18% in 1981 to 20% in 1982 and declined in 1983 to 19%. The greatest increases occurred in three high schools: Hamilton East (from 24% in 1981 to 27% in 1982 and 1983), Hamilton West (from 20% in 1981 to 26% in 1982 and 1983) and Princeton (from 5% in 1981 and 1982 to 8% in 1983). Conversely, significant decreases occurred from two high schools: Hopewell Valley (from 17% in 1981 and 20% in 1982 to 13% in 1983) and Lawrence (15% in 1981 and 18% in 1982 to 11% in 1983).

Table 1
Mercer County June Graduates Entering
MCCC Directly from High School

High Schools	1981 H.S. Grads[a]	1981 Registered at MCCC	1982 H.S. Grads[a]	1982 Registered at MCCC	1983 H.S. Grads[a]	1983 Registered at MCCC
Ewing	364	57 (16%)	350	71 (20%)	360	66 (18%)
Hamilton East	604	142 (24%)	584	158 (27%)	533	143 (27%)
Hamilton West	497	101 (20%)	435	115 (26%)	450	115 (26%)
Hightstown	281	62 (22%)	288	67 (23%)	309	64 (21%)
Hopewell Valley	236	39 (17%)	225	45 (20%)	235	31 (13%)
Lawrence	259	38 (15%)	190	35 (18%)	239	27 (11%)
McCorristin	244	70 (29%)	237	60 (25%)	215	58 (27%)
Notre Dame	284	60 (21%)	291	45 (15%)	323	69 (21%)
Princeton	268	14 (5%)	284	15 (5%)	270	21 (8%)
Trenton Central	669	86 (13%)	498	97 (19%)	531	81 (15%)
West Windsor-Plainsboro	210	17 (8%)	205	22 (11%)	188	17 (9%)
TOTALS	3,916	686 (18%)	3,587	730 (20%)	3,653	692 (19%)

[a]Numbers were obtained from Mercer County High School Guidance Offices.
Source: Computer Center Job #ZECA023, High School Applicants Admissions Status.

B. Out-of-County Entrants

Over the three year period, there have been some noticeable changes in the residence patterns of the full-time entering cohort. Table 2 below shows the number and percentage of the entrants by their county of origin. The percent of in-county entering students has increased from 72% in 1981 to 74% in 1982. In 1983, there was a slight decrease of one percentage point to 73%. The percentage of out-of-county (in-state) students has decreased from 25% in 1981, to 21% in 1982 and 22% in 1983. The counties of Burlington and Monmouth account for a large portion of the decrease in out-of-county entrants. There has been a small but steady increase in those coming from the Bucks County area (1% in 1981, 2% in 1982 and 3% in 1983).

Table 2
Residence of Entering Full-time Students by County

	1981		1982		1983	
Location	n	%	n	%	n	%
Mercer County	983	72	1,027	74	1,019	73
Burlington County	71	5	52	4	58	4
Hunterdon County	41	3	44	3	46	3
Middlesex County	66	5	61	4	59	4
Monmouth County	43	3	25	2	29	2
Ocean County	24	2	26	2	31	2
Somerset County	29	2	32	2	36	3
Other N.J. Counties	62	5	52	4	48	4
Bucks County, PA	18	1	29	2	40	3
Others Out-of-State	17	1	8	1	19	1
Foreign	16	1	36	2	14	1
TOTALS	1,370	100%	1,392	100%	1,399	100%

C. Year of High School Graduation

Mercer's freshman class is predominantly made up of students who entered college directly from high school. The percentage of direct

entrants has increased over the three years, while the percentage of students who waited two years or more since high school graduation has decreased (15% in 1981, 16% in 1982 and 13% in 1983) (see Table 3).

Table 3
Year of High School Graduation of Entering Students

Number of Years Since Graduation from H.S.	1981	1982	1983
None (direct entrant)	70%	68%	72%
1 year	8	8	8
2 - 4 years	7	8	6
More than 4 years	8	8	7
GED	3	4	4
Unknown	4	5	3
	100%	100%	100%

IV. Student Characteristics

A. Demographics

There appears to be dissimilarities among the three groups of students when compared over the three years. The number of females decreased from 50% in 1981 to 48% in 1982. In 1983, this percentage increased to 51%. There was an increase in the number of younger students represented (age 20 and below) (from 82% in 1981 and 83% in 1982 to 86% in 1983) while the number of older students (age 21 and above) has greatly decreased (18% in 1981, 17% in 1982 and 14% in 1983). The percentage of in-county entrants has fluctuated (72% in 1981, 74% in 1982 and 73% in 1983) while the percentage of out-of-county entrants has decreased over the years (from 24% in 1981 to 21% in 1982 and 22% in 1983) (see Table 4).

Table 4
Demographic Data of Full-time Entering Students

	1981		1982		1983	
	N	%	N	%	N	%
Sex						
Male	655	50%	702	52%	681	49%
Female	654	50%	654	48%	714	51%
Ethnicity						
White	975	77%	1010	78%	1044	77%
Black	205	16%	205	16%	234	17%
Hispanic	44	4%	38	3%	46	3%
Other[a]	34	3%	43	3%	26	2%
Age						
18 and Younger	765	59%	788	59%	827	60%
19 to 20	298	23%	320	24%	368	26%
21 and Older	233	18%	222	17%	191	14%
Residence						
In-County	983	72%	1027	74%	1019	73%
Out-of-County	336	24%	292	21%	307	22%
Out-of-State	51	4%	73	5%	73	5%

[a]Includes Asian, American Indian, and Non-resident Alien.

Table 5 shows the percentage of all full-time entrants in each ethnic group compared to the percentage of full-time entrants from Mercer County only.

Table 5
Ethnicity of Full-time Entrants

	1981		1982		1983	
	Mercer County	All Entrants	Mercer County	All Entrants	Mercer County	All Entrants
White	75%	77%	76%	78%	75%	77%
Black	19	16	19	16	19	17
Hispanic	4	4	3	3	4	3
Other[a]	2	3	2	3	2	3
	100%	100%	100%	100%	100%	100%
Total Number	983	1370	1027	1392	1019	1399

[a]Includes Asian, American Indian, and Non-resident Alien.

Other variables were also examined on the basis of the responses from the Student Biographic Questionnaire given at the time the BSPT is taken. The percentage of unmarried students has remained the same for all 3 years (96%). Over the years studied, there were ever more students dependent on their parents for their financial support (67% in 1981, 55% in 1982 and 71% in 1983). The percentage of students who reported coming from low income families (less than $9,000) has decreased significantly (from 36% in 1981 and 35% in 1982 to 23% in 1983). The percentage of students who reported coming from high income families ($30,000 or more) has greatly increased (19% in 1981, 22% in 1982 and 27% in 1983) (See Table 6). This pattern follows a recent trend which has arisen regarding 2-year community colleges. In the past, the community college has traditionally served the lower income families, but as the cost of higher education continues to increase, the 2-year colleges are "overcoming their second-class image" and becoming institutions for the middle class student.[3]

Table 6
Level of Financial Support of Entering Students (Self-Reported)

	1981	1982	1983
Less than $3,000	18%	19%	11%
3,000 - 8,999	18	16	12
9,000 - 14,000	17	15	16
15,000 - 19,000	12	10	14
20,000 - 29,999	16	18	20
30,000 or more	19	22	27
	100%	100%	100%

Note. Students not claimed by their parents as exemptions for income tax purposes estimated their own income including that of a spouse.

[3]Watkins, Beverly T. "Two Year Colleges Told They're Becoming Institutions for Middle-Class Students." The Chronicle of Higher Education, April 11, 1984, pp. 1; 22.

The educational level of the entrant's parents has risen over the years studied. The percentage of parents who had earned a two year college degree or higher has steadily increased since 1981. The percentage of mothers achieving this level of education went from 16% in 1981 and 1982 to 19% in 1983, while the percentage of fathers increased from 24% in 1981 and 1982 to 27% in 1983. The percentage of fathers who reported attending some college or Business or Trade School increased from 17% in 1981 to 19% in 1983 (see Table 7).

Table 7
Highest Education Level of Parents

	1981		1982		1983	
	Mother	Father	Mother	Father	Mother	Father
No formal school or finished high school	69%	59%	62%	58%	65%	54%
Attended Business/Trade School or some college	15	17	22	18	16	19
Attained a 2 year, 4 year or Graduate/Professional degree	16	24	16	24	19	27
Totals	100%	100%	100%	100%	100%	100%

B. Measures of Student Ability

All full-time entrants are required to take the Basic Skills Placement Tests (BSPT). On the biographic questionnaire portion of the BSPT, entering students are asked to report their overall average grades in high school as well as their grades in their last Math and English courses. Self-reported figures are used in this study due to the fact that High School GPA's, class rank and English and Math level appear on high school transcripts, however, these data were not put in the registration file. There were some noticeable differences among the three groups in relation to their overall high school grades. As can been seen in Table 8, the 1982 entrants deviated from the pattern displayed by the 1981 and 1983 cohorts.

In 1982, fewer students reported an A-B+ average and more reported an overall average grade in the C-D+ range.

Table 8
Average of All High School Courses (Self Reported)

Grade Range	1981	1982	1983
A-B+	16%	11%	16%
B-C+	68%	65%	66%
C-D+	16%	23%	17%
≤ D	0%	1%	1%
	100%	100%	100%

Differences also occurred in the reported grade distributions among the three groups. Those entrants reporting earning grades of A or B in their last high school math course were 43% in 1981, 35% in 1982 and 44% in 1983. This pattern is reflected in their math ability on the BSPT. The mean score of the entrants went from 62.2 in 1981 to 60.8 in 1982 and back up to 62.2 in 1983. A similar pattern is displayed by those who reported earning grades of A or B in their last high school English course (60% in 1981, 49% in 1982 and 60% in 1982).

Some interesting differences occur regarding performance on the Basic Skills Placement Tests (BSPT) when the three groups of entrants were aggregated by age, sex and residence. Most notably, the younger students (age 18 and beow) out-performed the older students on all three tests. This is most evident on the mathematics test where the math basic skills work in the younger group has had an apparent effect on the scores and the percentage falling below the cut-off. Also, in 1982 and 1983, the in-county entrants were the weakest in this area. Overall, out-of-county (in-state) students scored higher on the Reading and Sentence Tests than both in-county and out-of-state students. Males performed better then females on both the Reading and Mathematics tests (see Table 9).

Table 9

New Jersey Basic Skills Placement Test -- Reading, Sentence and Mathematics Mean Scores

Fall Entrants	Reading								Sentence[a]								Mathematics							
	Mean Score				% Below Cut-Off[b]				Mean Score				% Below Cut-Off[b]				Mean Score				% Below Cut-Off[b]			
	1980	1981	1982	1983	1980	1981	1982	1983	1980	1981	1982	1983	1980	1981	1982	1983	1980	1981	1982	1983	1980	1981	1982	1983
Mean of Total[c]	61.2	61.8	60.7	60.6	30.7	27.4	42.2	43.7	61.2	61.1	61.7	62.4	34.5	34.2	53.1	50.2	62.0	62.2	61.4	62.6	32.6	29.6	41.7	36.6
Age Groups																								
18 and below	62.3	62.7	62.0	62.1	28.5	24.1	38.7	38.9	62.6	62.6	63.3	64.1	30.3	30.3	48.8	45.1	64.2	63.6	62.8	64.2	24.0	24.5	36.4	29.8
19 and 20	60.0	61.1	59.4	57.9	32.5	30.0	45.5	52.9	59.4	59.8	60.1	59.6	30.1	38.4	57.5	59.5	59.4	60.7	60.6	61.3	42.8	34.0	44.2	46.0
21 and above	59.8	58.6	58.0	58.6	35.0	37.7	50.0	48.8	59.6	56.8	58.0	59.7	40.3	46.9	62.4	55.5	59.8	58.0	57.7	58.1	41.4	45.4	56.7	50.6
Sex																								
Male	63.4	62.8	61.6	61.4	24.1	23.4	38.7	41.0	62.2	61.4	60.9	62.0	31.3	32.6	56.8	52.7	63.7	63.9	62.8	64.5	26.3	24.0	35.2	31.1
Female	59.2	60.8	59.8	59.8	37.1	31.3	45.9	46.1	60.2	60.9	62.5	62.8	37.5	36.1	49.1	47.9	60.3	60.6	59.9	60.8	38.8	34.6	48.6	41.9
Residence																								
In-County	60.6	60.8	60.1	59.7	33.1	29.9	44.4	47.0	60.4	60.2	61.3	61.9	36.0	36.5	54.3	52.5	61.7	61.7	60.7	61.9	34.0	32.1	44.7	39.1
Out-of-County	63.6	64.9	63.9	63.5	21.6	19.2	30.4	32.5	63.8	64.0	63.8	64.1	28.4	26.6	45.9	42.5	63.1	63.8	63.6	64.5	28.4	22.2	31.8	30.1
Out-of-State	60.9	59.1	56.2	61.0	39.1	37.8	59.1	44.3	60.3	58.2	57.8	62.6	43.5	46.0	66.7	50.0	63.0	61.9	62.1	64.8	26.1	32.4	37.9	28.6

[a] Total English scores were reported in 1981, beginning in 1982 'Sentence' only was used.

[b] In 1981, cutoff scores were 57 for Reading and Mathematics and 59 for English. In 1982, these scores were raised to 62 for Reading, 65 for Sentence and 60 for Mathematics.

[c] The total number represented are as follows: 924 in 1980, 1,137 in 1981, 1,344 in 1982 and 1,341 in 1983.

Note. This table includes the students on the Fall registration file with a type code of 'N' or 'blank' who were carrying at least 12 charge hours and also took the BSPT.

V. Choosing Mercer

A. Reasons for Attending Mercer

The factors which influenced the entering students to choose Mercer have not changed over the years. "Close to Home," "Strengths in Intended Major," "General Academic Reputation" and "Inexpensive" have remained the most important reasons. Although the percentage choosing "Strengths in Intended Major" has flucuated since 1981, the percentage influenced by Mercer's general academic reputation and its inexpensiveness have increased (see Table 10).

Table 10
Most Important Reasons for Choosing Mercer

	1981	1982	1983
Close to Home	24%	25%	24%
Strengths in Intended Major	18	15	18
General Academic Reputation	15	18	16
Inexpensive	14	16	16
Impression of Campus	5	4	4
Students Certainty of Admission	4	4	4
Program not Available at Home Community College	5	3	5
Friend Attending	4	4	4
Other Reasons	11	11	9
	100%	100%	100%

Over the three years parents or spouse have continued to have an increasing influence on students choosing Mercer. The impact of friends on the students' choice has decreased as has the influence of the high school counselor and teacher and the MCCC staff (see Table 11).

Table 11
Sources of Influence in Choosing Mercer

	1981	1982	1983
Parents or Spouse	31%	37%	39%
High School Counselor	20	9	17
Friends	16	20	15
MCCC Staff	4	6	3
College Publications/Media Announcement	3	5	3
Campus Visit	5	2	4
High School Teacher	6	3	4
Employer or Supervisor/Employment Service	2	1	1
Other	14	17	14
	100%	100%	100%

B. Needs for Service from Mercer Staff

Entering students were asked for two ways in which Mercer's faculty and staff could be most helpful to them. The same choices were consistently favored for all three years. The greatest need for service was in the areas of "Transfer Plans for Further Education" and "Career Information." Also, high on the list was "Study Skills Improvement" and "Major Program Choice" (see Table 12).

Table 12
Areas Where Staff/Faculty can be Most Helpful to Students

	1981	1982	1983
Career Information	22%	20%	22%
Transfer plans for Further Education	23	19	22
Study Skills Improvement	18	17	17
Major Program Choice	13	10	12
Basic Skills Improvement	9	14	11
Finding a Job While Attending	8	9	8
Don't Expect to Need Help	5	7	5
Other	2	3	3
Personal Problem Solving	0	1	0
	100%	100%	100%

C. Student Goals and Plans

Students were asked whether or not they intended to earn a degree or certificate from MCCC. Over the last three years, the percentage of students expressing an intention to receive a degree from Mercer has shifted while the degree of uncertainty has slightly decreased (see Table 13). The educational goals of the three groups of entrants were very similar. The main goal for most of the entrants was "Preparation for a New Job" followed by "Transfer Credit" (see Table 14).

Table 13
Intention to Earn a Degree or Certificate from Mercer

	1981	1982	1983
Yes	72%	76%	73%
No	2	4	3
Uncertain	26	20	24
	100%	100%	100%

Table 14
Educational Goals

	1981	1982	1983
Preparation for New Job	62%	58%	61%
Transfer Credit	29	30	29
Personal Interest	2	5	4
Improvement of Job Skills	2	3	2
Other	5	4	4
	100%	100%	100%

When plans for obtaining a degree were examined, the data indicates that over the three years the students' aspirations towards higher education have steadily increased. The percentage of students expecting to earn a Bachelor's degree or higher was 88% in 1981, and 89% in 1982 and 1983) (see Table 15).

Table 15
Education Expectations

	1981	1982	1983
Associate's Degree	12%	11%	11%
Bachelor's Degree	60	57	59
Master's Degree	20	24	21
Ph.D., M.D., other prof.	8	8	9
	100%	100%	100%

The entrants were asked what field they planned to major in while attending Mercer. As can be seen in Table 16, in 1981 the largest percentage of students chose Engineering Technology (22%), while in 1982 and 1983 the trend shifted towards Commerce (21% and 23%, respectively). Increases occurred in the Health Services, Commerce and Computer/Operations fields, while those expressing a desire in the Engineering Technology, Liberal Arts & Science and General Studies areas have decreased.

Table 16
Major Field of Study at Mercer

	1981	1982	1983
Commerce	20%	21%	23%
Engineering Technology	22	16	19
Health Services	13	17	16
Computer Science/Operations	11	17	13
Liberal Arts and Science	13	10	12
Undecided	8	4	7
Public Service Technologies	4	4	4
General Studies, Other	6	7	4
Science Technologies	3	4	2
	100%	100%	100%

The entrants' working patterns have changed over the three years studied. The percentage of students planning to work while attending Mercer has increased (from 83% in 1981 to 85% in 1983). The percentage of those planning to work part-time (19 hours or less) and attend Mercer has increased (47% in 1981, 40% in 1982 and 49% in 1983), while those

planning to work full-time (20 hours or more) remains at 36% for all three years. (see Table 17).

Table 17
Plans to Work While Attending Mercer

	1981	1982	1983
Do not plan to work	17%	24%	15%
1 - 9 hours	12	10	12
10 - 19 hours	35	30	37
20 - 34 hours	30	27	32
35 hours or more	6	9	4
	100%	100%	100%

The students' plans to work after leaving Mercer show a different pattern. As might be expected, a larger percentage plan to work full-time, while fewer intend to work part-time. The degree of uncertainty has increased over the years studied (see Table 18).

Table 18
Plans to Work Immediately After Leaving Mercer

	1981	1982	1983
Full-time	39%	46%	37%
Part-time	12	4	13
Do not plan to work right away	16	19	16
Uncertain	33	31	34
	100%	100%	100%

Those students intending to transfer to another institution of higher education were asked to report the course of study they planned to pursue. The distribution of anticipated majors fluctuated somewhat over the three years with increases occurring in the Biological, Health Science area and the Business category (including Data Processing). Decreases occurred in Humanities and Fine Arts and the "Other" category (see Table 19).

Table 19
Anticipated Majors at Transfer Institution

	1981	1982	1983
Business (incl. Data. Proc.)	24%	26%	27%
Engineering, Architecture	22	16	21
Biological, Health Science	16	19	18
Phys. Sci., Math, Comp. Sci.	6	10	8
Social Sciences	7	9	6
Humanities and Fine Arts	8	5	6
Education	3	4	3
Other	14	9	11
	100%	100%	100%

MERCER COUNTY COMMUNITY COLLEGE

STUDENT BIOGRAPHIC QUESTIONNAIRE

DIRECTIONS

You are being asked to answer some questions about yourself. The answers you and other students give will help us in two ways: we will be able to give you better advice and assistance, and we will have a better picture of who intends to come to Mercer and why.

Please mark your answers on the separate answer sheet in the section labelled BIOGRAPHIC INFORMATION. Do not make any marks on this questionnaire. Use only a number 2 pencil. Blacken your answer spaces completely, and do not make any stray marks on your answer sheet.

OFFICE OF INSTITUTIONAL RESEARCH

August, 1980

Revised: January, 1981
June, 1982

BACKGROUND INFORMATION

1. How do you describe yourself?

   1. Caucasian, White
   2. Black
   3. Hispanic
   4. Asian or Pacific Islander
   5. Native American (Indian or Alaskan Native)
   6. Foreign student

2. Are you now married?

   1. Yes
   2. No

3. Do you feel that you have a permanent physical handicap? (Please mark the one answer that most applies to you.)

   1. No
   2. Yes, restricted mobility
   3. Yes, restricted hearing
   4. Yes, restricted vision
   5. Yes, but I prefer not to record it at this time
   6. Other

4. How many persons are dependent on you (excluding yourself) for at least half of their financial support?

   1. None
   2. One
   3. Two
   4. Three
   5. Four
   6. Five or more

5. Where do you get most of your financial support?

   1. Husband or wife
   2. Parents
   3. Other relatives or friends
   4. Public Assistance
   5. Social Security
   6. Myself
   7. Other

6. If you are claimed by your parents as an exemption for federal tax purposes, please indicate their combined annual income (before taxes).

   If you are NOT claimed by your parents as an exemption, please indicate your own income (if you are single) or the combined income of you and your spouse (if you are married).

   1. Less than $3,000
   2. $3,000 to 5,999
   3. $6,000 to 8,999
   4. $9,000 to 11,999
   5. $12,000 to 14,999
   6. $15,000 to 19,999
   7. $20,000 to 29,999
   8. $30,000 to 39,999
   9. $40,000 or more

7. How much formal education did your father have? Indicate only the one highest level. (If you do not know, leave blank and go on to Question 8.)

   1. No formal school or some grade school
   2. Finished grade school
   3. Some high school
   4. Finished high school
   5. Business or trade school
   6. Some college
   7. Attained a two-year college degree
   8. Attained a four-year college degree
   9. Attained a graduate or professional degree

8. How much formal education did your mother have? Indicate only the one highest level. (If you do not know, leave blank and go on to Question 9.)

   1. No formal school or some grade school.
   2. Finished grade school
   3. Some high school
   4. Finished high school
   5. Business or trade school
   6. Some college
   7. Attained a two-year college degree
   8. Attained a four-year college degree
   9. Attained a graduate or professional degree

HIGH SCHOOL INFORMATION

(If you received or expect to receive a high school equivalency Diploma, please SKIP TO QUESTION 14.)

9. Which of the following best describes your average in all of your high school courses?

   1. A average (90 - 100)
   2. B+ average (85 - 89)
   3. B average (80 - 84)
   4. C+ average (75 - 79)
   5. C average (70 - 74)
   6. D+ average (65 - 69)
   7. D average (70 - 64)
   8. Below D (59 or less)

10. What was your grade in your last high school English course?

    1. 90 - 100 (A)
    2. 80 - 89 (B)
    3. 70 - 79 (C)
    4. 60 - 69 (D)
    5. 59 or less (below D)

11. What was your grade in your last high school math course?

    1. 90 - 100 (A)
    2. 80 - 89 (B)
    3. 70 - 79 (C)
    4. 60 - 69 (D)
    5. 59 or less (below D)

12. How many years of high school algebra have you completed?

    1. None
    2. One year
    3. Two years
    4. Three years

13. To what extent did you participate in clubs and organizations while in high school?

    1. I was not a member of any club or organization.
    2. I belonged to some organizations but did not hold any major offices.
    3. I held one or two major offices (president, editor, class or school representative, etc.)
    4. I held one or two major offices and belonged to other organizations as well.

COLLEGE INFORMATION

14. How important is college to you?

1. Not very important
2. Somewhat important
3. Quite important
4. Extremely important

15. How much encouragement for going to college have you received from your parents or spouse?

1. I have received a great deal of encouragement.
2. I have received some encouragement.
3. I have received no encouragement or discouragement.
4. I have been discouraged from attending.

16. and 17. You make the decision to come to MCCC. Others can assist or influence you in deciding. Who influenced you most in your choice of MCCC? *(For Question 16, select the first or most important influence; for Question 17, the second, or next most important influence.*

1. High school counselor
2. High school teacher or other staff member
3. Mercer County Community College counselor, faculty, or other staff member
4. Campus visit
5. Parents or spouse
6. Friends
7. Radio or TV announcement, newspaper advertisement or article, College brochure or catalog
8. Employer or supervisor, employment service or employment counselor
9. Other

18. and 19. What are your two main reasons for attending Mercer? *(Select one for Question 18, and one for Question 19.)*

1. It is inexpensive.
2. It is close to home.
3. I was certain of admission.
4. I have friends who are/will be attending Mercer.
5. Mercer has a good general reputation.
6. Mercer is strong in my intended major field of study.
7. I have a good impression of the campus and students.
8. The program I wanted was not available at my home community college.
9. Other reason

20. Are you entering Mercer directly from high school?

1. Yes, I will finish/have finished high school this year.
2. No, I am transferring from another institution.
3. No, I have been in the armed forces.
4. No, I have worked for the last one or two years.
5. No, I have worked for the last three years or more.
6. No, I have had family responsibilities.
7. Other

21. When do you plan to begin your studies at Mercer?

1. Before Fall 1982
2. Fall 1982
3. Spring 1983
4. Summer 1983
5. Fall 1983
6. Spring 1984
7. Summer 1984
8. Fall 1984
9. At some later date

22. While you are attending Mercer, do you plan to earn a certificate or a degree?

1. Yes, I plan to earn a one-year certificate.
2. Yes, I plan to earn a two-year Associate's degree.
3. No, I don't plan to earn either a certificate or a degree.
4. I'm not sure.

23. What is your main educational goal while attending Mercer County Community College?

1. I want to improve my skills for a job I already have.
2. I want to prepare for a job that I will obtain later on.
3. I want to earn transfer credit(s).
4. I am attending Mercer for personal interest.
5. Other reason

24. **While you are attending Mercer, in what field do you plan to major?**

1. Health Services *(incudes Dental Assist., Medical Lab Tech., Nursing, Radiologic Tech)*
2. Commerce *(includes Accounting, Business Admin., General Business, Funeral Services, Telecommunications, Secretarial Science)*
3. Engineering Technology *(includes Engineering Science, Automotive, Heating, Refrigeration and Air Conditioning, Aerospace Operations Management, Architecture, Drafting, Electronics, Flight Tech/ Attendant)*
4. Public Service Technologies *(includes Community Service Assist., Education Assist., Fire Science, Law Enforcement Officer, Legal Assist.)*
5. Science Technologies *(includes Laboratory Tech, Land Use Management/Ornamental Horticulture, Plant Science)*
6. Liberal Arts and Science *(includes Humanities and Social Sciences, Visual & Performing Arts, Biology, Physics, Chemistry, Math)*
7. Computer Science/Operations *(includes Data Processing)*
8. General Studies, Other
9. Undecided

25. On the average, how many hours per week do you expect to work *(part-time or full-time)* while you are attending Mercer County Community College?

1. I do not plan to work.
2. 1 - 9 hours
3. 10 - 19 hours
4. 20 - 34 hours
5. 35 hours or more

26. and 27. While you are attending Mercer, how can our faculty and staff be most helpful to you? *(Choose one for Question 26, and one for Question 27.)*

1. In choosing my major program
2. By helping me improve my basic skills *(reading, writing, mathematic)*
3. By helping me improve my study skills
4. By providing career information
5. By helping me plan for further education/transfer to another college
6. By helping me find a job while I'm still in college
7. By helping me solve personal problems
8. Other
9. I really do not expect to need much help.

FUTURE PLANS

28. **Do you plan to work immediately after leaving Mercer?**

1. Yes, I plan to work full-time.
2. Yes, I plan to work part-time.
3. No, I do not plan to get a job right away.
4. I'm not sure about my work plans.

29. Do you plan to continue your education immediately after leaving Mercer?

1. Yes, I plan to continue my studies at another two-year college.
2. Yes, I plan to transfer into a four-year college or university.
3. No, I do not plan to continue my studies right away.
4. I'm not sure about my educational plans.

30. If you do plan to continue your education after leaving Mercer, in what field do you plan to major? *(If you don't plan to continue your studies, leave blank.)*

1. Biological or health sciences
2. Physical sciences or mathematics *(including computer science)*
3. Social Sciences *(history, political science, psychology, sociology, criminology, etc.)*
4. Humanities or fine arts *(English, foreign languages, music, theater, arts, etc.)*
5. Education *(elementary, secondary, special, etc.)*
6. Business *(including data processing, telecommunications, advertising)*
7. Engineering, architecture, or technology
8. Other

31. If you do plan to continue your education, what is the highest degree you plan to complete eventually? *(If you don't plan to continue your studies, leave blank.)*

1. A Two-year Associate's degree (AA, AS, AAS)
2. A four-year Bachelor's degree (BA, BS)
3. A Master's degree (MA, MS, MBA)
4. A Doctoral degree (PhD, EdD), Medical degree (MD), or other professional degree (Law, Dentistry, etc.)

THANK YOU!

MCCC 0032 3/81

- 21 - ERIC Clearinghouse for Junior Colleges JUL 27 1984